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teachers are strenuously working towards this goal; they have abjured a Latinized German, and perhaps their example may encourage us in the attempt to banish Latin English from our school translations.

That the essentials, and only these, should find a place in the school Latin grammar, that the rules rather than the exceptions, should loom up large before the pupil, has led to a simplification of the Latin grammar that is in striking contrast to some of our handbooks with their ballast of learned matter that is frequently quite irrelevant for the average student. The art of condensed but accurate statement of the leading facts of grammar is something in which we may distinctly improve. In the construction of the Latin reader for the very earliest stages of the work, the best educational opinion of Germany insists upon coherent, continuous narrative text, and in discarding the disjointed sentence. It is felt that a substantial thought-content, an anecdote, a brief historical or mythological narrative running through a series of sentences, stimulates the pupil, and makes acquisition of the vocabulary easier.

In this connection, ambitious American teachers might do well to compare a number of these simple readers, and note with what ingenuity the editors develop from the limited range of vocabulary effective and interesting story material, and how they keep the whole of the available vocabulary in active use by its constant recurrence in the Latin text.

Throughout this valuable treatise we find pedagogical observations of significance beyond the limits of Latin teaching. It is a fundamental proposition of the German schools that there shall be the closest relation between the study of the Roman authors and the teaching of ancient history. "When the same teacher, as ought *always* be the case, controls both topics of instruction, there results a breadth of judgment that is helpful in both subjects". The absurdity of over-specialization, which is just now afflicting our secondary schools, finds short shrift among German educators. Are the classical teachers, with their wider range of interests, less scholarly in their Latin work? If Dettweiler asserts that "Caesar's Gallic War must be read for its content, not for its grammatical constructions", we realize that in our secondary schools that is an unattainable condition, but why must we needs go on hunting up 'conditions contrary to fact' and 'gerundive constructions' through our Cicero and Vergil years to the lasting detriment of our pupils' interest in Roman politics and poetry?

Our American teachers have in the past felt that there could be no comparison of results between the Latin courses in Germany and America, owing to the great disparity in time allotment. The last chapter of this new edition of Dettweiler should therefore prove of special interest to them. It is devoted to the consideration of the successful Latin work now

carried on in the new type of German secondary schools, the reform gymnasia. Devoting less time to the work than in the schools of the older type, these masters in the reform schools have brought to their task the very best results of pedagogic insight. Clearness in the presentation of their subject matter, correlation in the teaching methods of the several languages, enthusiastic co-operation of an elite teaching force under school directors that are determined to establish a new doctrine, have achieved the results that are required in every new educational experiment in Germany. Their students have successfully met the standard requirements that have long been in vogue for the older type of gymnasium. The reformers have modified the method of instruction because of the greater maturity of their pupils. They have composed grammars and reading texts appropriate to the shorter allotment of time, and they have employed every instrument of educational efficiency that could make the work attractive to their pupils. There has been a great unifying process under the influence of this method, for the teachers find themselves compelled to draw in their work not only upon the different attainments of their students in every stage of Latin work, but also by way of comparison and contrast, upon their experiences in the one or several foreign languages and the vernacular which they have previously mastered. It seems to show that the teachers of Latin in Germany are prepared to withdraw from the extreme demand of time on which they formerly insisted, but, on the other hand, propose to secure as effective results by a more intense and pedagogically effective mode of handling the Latin instruction, and in this direction, too, the study of this volume must afford more than one valuable hint to our teachers of Latin.

TEACHERS COLLEGE

JULIUS SACHS

#### MEETING AT TRINITY COLLEGE

The Connecticut members of the Classical Association of New England held a meeting at Trinity College, Hartford, on Saturday, December 5th. A morning session and an afternoon session were held, and at luncheon the members were the guests of the college. The attendance was about forty. Professor George L. Hendrickson, of Yale University, gave a very vivid sketch of the life, work and personality of Franz Buecheler. The remainder of the morning was given to a discussion of the uniform entrance requirement question. This was opened by Mr. George E. Davis of the Hartford High School, with a tabulation of divergent requirements at the various colleges, and a statement of the resulting embarrassment for the schools. Professor Edward Morris, of Yale, followed with some protest against the confusion of distinct issues, and in general against the agitation of the question as compared with the simple agreement—now at last feasible—of a few

of the leading New England Colleges. Brief remarks were also made by Mr. J. E. Barss, of the Hotchkiss School, Lakeville, Prof. Joseph W. Hewitt, of Wesleyan, and Prof. Thomas D. Goodell, of Yale.

At the afternoon session two papers were read, (1) by Prof. G. A. Kleene, of Trinity College, on The Value of Classical Studies for those who devote themselves to the Modern Branches, (2) by Dr. Josiah Bridge, of Westminster School, Simsbury, on the question, How to save the dullest Boy through Greek.

The business transacted by the meeting was limited to the appointment by the Chairman, Prof. W. A. Heidel, of Wesleyan, of an executive committee, consisting of Messrs. Morris and Barss, and Miss Bancroft, of the Hartford High School, and to the passage of the following resolutions, upon the motion of Prof. K. P. Harrington, of Wesleyan:

*Resolved*, that in the opinion of the Association an important step toward the desired uniformity in entrance requirements in classics in New England would be taken, if all the colleges would agree to specify as required no other amounts of reading of Latin and Greek authors than four books of Caesar, six orations of Cicero, six books of Vergil's Aeneid, four books of Xenophon's Anabasis, and three books of Homer. Questions of methods, equivalents, and the relative weight of the different elements, e. g. translation at sight, are herein left out of consideration.

*Resolved*, that the order in which the different authors should be studied, or presented for examination, should be left to the discretion of the schools.

*Resolved*, that a copy of these resolutions be sent by the Secretary to each New England College.

TRINITY COLLEGE, Hartford,

F. G. MOORE

The notice of the meeting of the Connecticut branch of the Classical Association was in Latin. We reproduce part of it:

SOCIETAS CLASSICA NEO-ANGLICANA  
OMNIBUS SOCIIS CONNECTICUTENSIBUS  
S. D. P.

CUM primum, contubernales, folles illi, quos ex corio suillo in usum scholarum parant, iam devictis quotquot sunt pannorum factionibus, locis tamquam sacris gaudio atque clamoribus, sive luctus inter lacrimasque, in proximum annum rite conditi erunt, ad res demum leviores regredi licebit. Quare scitote fore ut Harfordiam ad collegium SS. Trinitatis Saturni die, Non. Dec., convenire oporteat, si qui priscas studiorum rationes salvas velint.

Itaque ut summa sociorum sociarum adsit frequentia, omnia subiungenda curavimus quae de itinere, de sermonibus, de prandio, scire opus est.

## ORDO SERMONUM

*Hora decima et dimidia* in auditorio Latino

I. Socios salutabit FLAVELLVS SWEETEN LVTHER, collegii SS. Trinitatis praeses

II. Qui sibi praesideat quique scriba sit eligent socii, et aliud quodlibet negotium nunc ipsum transigere licebit.

III. De Francisco Buecheler disseret GEORGIUS L. HENDRICKSON, professor Yalensis atque ipsius discipulus

IV. Utrum fieri possit ut universitates atque collegia pueris tirocinium ingredientibus eosdem prorsus libros Graecos Latinosque praescribant necne, quaeretur inter

GEORGIUM E. DAVIS, praeceptorem Harfordiensem

EDWARDUM P. MORRIS, professorem Yalensem

IOHANNEM E. BARSS, praeceptorem apud Lacustres

IOSEPHUM W. HEWITT, professorem Wesleyanum

Si quis quid adicere velit se fraude esto

*Hora prima et dimidia* Praeses Curatoresque collegii SS. Trinitatis socios in triclinium academicum ad prandium invitaverunt

*Hora secunda et dimidia*

I. Qui recentioribus rebus sese dediderunt quid eis prosint linguarum antiquarum studia, quaeretur a GVSTAVO ADOLPHO KLEENE, professore in collegio SS. Trinitatis

II. Quanam ratione fieri possit ut puer vel ineptissimus per Graecam disciplinam salvus integerque perducatur, quaeret IOSIAS BRIDGE, phil. doct., praeceptor scholae Westmonasteriensis quae Simonisburgi est

Si quibus parum cognita adhuc urbs, in via Asyli, una fere insula a ferrata via, ea potissimum vehicula electrica conscendant, quae via Lafayettensi ad collegium usque advehuntur.

In the very suggestive paper by Miss Johnson in THE CLASSICAL WEEKLY for December 5. I note the following sentence:

"To maintain a place in the modern curriculum, since the passing of the dogma of formal discipline, Latin must prove itself capable of furthering the aim of modern education".

To speak of "the passing of the dogma of formal discipline" is premature. Much of that which has been written on the subject in the name of 'Modern Education' is simply foolish. In its extreme form the view to the prevalence of which Miss Johnson alludes is as repugnant to common sense as it is contrary to educational experience; before many years it will be relegated to the limbo of discredited half-truths. A sound discussion of underlying principles by three psychologists of standing may be found in the Educational Review for June, 1908, pages 1-42.

ANN ARBOR, Michigan

FRANCIS W. KELSEY